UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0470 HISTORY

0470/42 Paper 4 (Alternative to Coursework), maximum raw mark 40

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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UNIVERSITY of CAMBRIDGE
International Examinations

Depth Study A: Germany, 1918–1945

1 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. Indomitable, equals, subservient, child-bearers etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. The National Socialist movement is stronger for the fanatical support of women; women's real focus is the protection of children, which gives meaning to their existence etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes More needed to work; change from voluntary to compulsory; working even before war started etc.

No Still inferior; Nazis made sure that women stayed as almost second class citizens; inferior politically, financially and economically etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is from Hitler, himself and the other is from a British book so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid example to a maximum of two e.g. Jews, Sinti and Roma (Gypsies), mentally ill or retarded, physically deformed, non-Aryans etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies changes e.g. Centrally organised; teachers vetted. (1 – 2)

Level 2 – Describes changes. Award an extra mark for each valid aspect described in additional detail e.g. Ministry of Education and Science took over from Lander control; National Socialist Teachers' League membership essential; emphasis on physical fitness; subject content especially in History, Biology and Maths etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Glorification of Nazi consciousness; future Nazis; military needs in the future; Aryan superiority; control/loyalty; future role male/female; indoctrination; extend the movement in terms of time and numbers etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, Indoctrinated the young; No, Gestapo better organised. (1)

Level 2 – Explanation of Hitler Youth OR other organisation, single factor given e.g.

HY Began in 1925; 7.3m by 1939; compulsory; popular; training for military; preparation for adult life whether as military or domestic; Party control and support etc.

No 1.6m 10–18 not members by 1939; popularity waned 1939/45: Edelweiss Pirates/Swing Movement/White Rose etc; Catholic Youth etc.

Other Could choose another Party organisation; The Party; SS; Gestapo; Ministry for Propaganda; Labour Front etc. (2)

Level 3 – Explanation of Hitler Youth OR other organisation with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of Hitler Youth AND other organisation must be addressed. (6 – 8)

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Depth Study B: Russia, 1905–1941

2 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s) unsupported from the source e.g. Peasants lived in the most basic of conditions; left themselves in danger of illness etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Very basic living conditions with animals inside meant that they lived in overcrowded, unhealthy conditions; dirt and grime; skin diseases etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes They were legal after 1905; as long as force was not an issue in removing the Tsar, they were safe; they could declare their existence etc.

No Those who wanted to remove the Tsar could either live abroad in exile or live in hiding and on the move in Russia etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is Russian, the other is British so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid detail to a maximum of two e.g. Tsar's secret police; enforcers; watching brief on all aspects of opposition; uncompromising etc. (1 – 2)

(ii) Level 1 – Identifies events e.g. A genuine, peaceful protest march. (1 – 2)

Level 2 – Describes events. Award an extra mark for each valid aspect described in additional detail e.g. Protest led by Father Gapon to the Tsar's Winter Palace (St. Petersburg) in the respectful hope that the 'Little Father' would help with working and living conditions; crowd fired upon; immediate cause of the 1905 revolution; horrified by the carnage, he fled to Finland and then to France etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Tsar had compromised which satisfied many middle class politicians; he had issued the October Manifesto which appeared to offer some sharing of power; he kept the loyalty of the Okhrana and the army; waited till troops returned from the Far East before striking back; opposition disunited; some fled abroad etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
No, there were all sorts of social and land problems. (1)

Level 2 – Explanation of military defeats OR other factors, single factor given e.g.

Mil Defeats and humiliation during the war had shown the gross mismanagement of the government and the poor leadership of the officer corps; supplies to the army had caused shortages at home; many peasant labourers taken and killed leading to labour shortage in countryside and town; disgruntled soldiers make potential revolutionaries etc.

Other Defeat merely brought to a head other issues of living and working conditions; the weakness of autocracy; Rasputin and Tsarina had upset ruling classes and rumours abounded; opposition parties at home and abroad; Duma was weak and ineffective; land; huge differences in the lives of rich and poor etc. (2)

Level 3 – Explanation of military defeats OR other factors with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of military defeats AND other factors must be addressed. (6 – 8)

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Depth Study C: The USA, 1919–1941

3 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. Economies of scale; effects on a range of industries; losing markets; poor product planning by Ford; large corporations as competitors etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Poor product planning as works closed while Model A was designed; competition from other large corporations like General Motors; Model A successful etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Reduced the range of taxes and repealed some; Federal Trade Commission's role reduced; tax loopholes etc.

No Protectionist; Federal Trade Commission still in existence; price fixing etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is from the Ford Motor Company and the other is from a government agency so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid example to a maximum of two e.g. Radio, fridge, washing machine, vacuum cleaners, telephone etc. (1 – 2)

(ii) Level 1 – Identifies treatment e.g. Business tried to break unions. (1 – 2)

Level 2 – Describes treatment. Award an extra mark for each valid aspect described in additional detail e.g. Blacklists; branding unions as Bolsheviks; use of state and federal troops; Supreme Court outlawed picketing; sacked employees; refused to recognise collective bargaining etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Usually least skilled; low paid; least organised; racial/ethnic prejudices; blacks in South/agriculture; Native Americans had the poorest land etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, too many; under regulated; No, suggests another industry. (1)

Level 2 – Explanation banks or credit companies OR other industries, single factor given e.g.

Bank Unregulated; involved in speculation; corruption; too many small banks were under funded and over stretched – 600 p.a. collapsed even in the Coolidge years; credit made hire purchase and buying on the margin too easy.

Other Credit essential to fund business expansion; mortgages aided building industry; another industry weaker e.g. agriculture, textiles; exports and tariffs; stockbrokers, distribution of wealth; under-consumption and overproduction etc. (2)

Level 3 – Explanation of banks and credit companies OR other industries with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of banks and credit companies AND other industries must be addressed. (6 – 8)

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Depth Study D: China, 1945–c.1990

4 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. They did not like one another; showed disrespect etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Stalin showed disrespect to Mao as he kept him waiting; Mao claims to have forced Stalin's hand to make the treaty etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Mao's victory was welcomed in Moscow; West had feared a huge communist alliance dominating Europe and Asia etc.

No Russia pre-occupied with its own internal problems; USSR did not realise the significance of Mao's victory; USSR and China more rivals than friends etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is Chinese, the other is British so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid example to a maximum of two e.g. Korea, Vietnam, India. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies relations e.g. Tibet claimed to be independent; China said Tibet was part of China. (1 – 2)

Level 2 – Describes relations. Award an extra mark for each valid aspect described in additional detail e.g. 1911 to 1950 an independent country within the 'Chinese sphere of influence'; Chinese troops invaded in 1950 and Tibet was annexed in 1951, although an autonomous region; 1957 14th Dalai Lama gave up attempts to cooperate with the Chinese and left for India with 100 000 supporters; since then China has sought to integrate the Tibetans with Chinese settlements, banning the Tibetan language and culture; accusations of human rights abuses against Tibetans and Lamaist leaders etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Personal rivalry between Mao and Khrushchev; rivalry between USSR and China for the leadership of the Communist world; arguments over USSR not giving China nuclear secrets and weapons; USSR not approving of Chinese revolutionary policy – land based rather than industry based; lack of general trust and confidence in one another etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, the Chinese have become more open. (1)

Level 2 – Explanation of change OR lack of change, single factor given e.g.

Change Chinese have become more open in foreign policy and trade; started with Ping-Pong diplomacy with Nixon as the USSR friendship broke down; negotiations re. Hong Kong; realisation that the need to trade has made China a player with the World Bank and UNO; realised that it can lead by impressing the world rather than hiding away.

Lack Still resists any real interference or comment about Chinese behaviour, especially human rights; still has the same ambition to dominate Asia, if not further a field – especially resources in Africa; no change in Tibet; international cooperation on issues but still very much on China's terms etc. (2)

Level 3 – Explanation of change OR lack of change with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument
BOTH sides of change AND lack of change must be addressed. (6 – 8)

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Depth Study E: Southern Africa in the Twentieth Century

5 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. Mixed provision of housing; not fully segregated; crowded; some inferior areas etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Children do not experience their normal tribal life as they only know town life: different house provision from backyard housing to barracks; difference in Johannesburg etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Act only permissive; uneven implementation; building costs; divisions among whites over provision etc.

No Individual towns could designate white areas; could be self-financing; industrialists had vested interests; by 1937, a nationwide policy etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is a South African report and the other is a South African history book so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid aspect to a maximum of two e.g. Set aside 7 per cent of the available land in the Union as 'scheduled areas' of African tribal ownership. Areas could be increased but no actual ownership for Africans; Africans not to be independent but work in mines or on land for at least 90 days a year – or be expelled from the reserves. After 1936 areas became known as Bantustans (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies strikes e.g. Unions organised; wages and conditions. (1 – 2)

Level 2 – Describes strikes. Award an extra mark for each valid aspect described in additional detail e.g. 1920 – 12 day strike by 70 000 black miners led to improved working conditions if not better wages; 1922 'Rebellion' by white miners against replacement blacks, wage reductions and resented undercutting by incoming poor whites; mine owners' victory backed by police and military; 200 miners killed, 5000 arrested; led to dismissals and colour bar was relaxed briefly etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. World wide gold demand increased so mining expanded rapidly; larger units; iron and steel (ISCOR) stimulated metal manufacture; WWII armaments; state aid for industry; wealthier whites – demand for black servants etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1– Simple assertions.
Yes, failed to prevent segregation; No, mine workers had some success. (1)

Level 2 – Explanation of little success OR more success with single factor given e.g.

Little SANNC founded 1912 (became ANC after 1923); commitment to winning respect of whites was too timid; delegations to UK against Union, against Land Act and to Versailles failed; petition to George V re. vote failed; divided aims and leadership; Kadalie was a limited organiser; 1936 Cape black vote removed; colour bar in jobs and segregation not effectively imposed etc.

More ICU had 100 000 members; miners organised strike of 70 000 in 1920 and again in 1946; CPSA active; women's organisations successfully resisted Pass Laws for women in 1913 and the 1920s – not a requirement until 1956; black churches; ANC Youth League founded 1944 was more determined. Natives' Representative Council more vigorous in 1940s. (2)

Level 3 – Explanation of little success OR more success with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument – (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument
BOTH sides of little success AND more success must be addressed. (6 – 8)

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Depth Study F: Israelis and Palestinians, 1945–c.1994

6 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. War started suddenly; made it easy for Israeli troops to ready themselves etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Israeli Cabinet not really ready for the outbreak of war; reserves were at synagogues and so easily found and readied; Israel fighting for survival again etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees supported from the source e.g.

Yes Sadat ready to use diplomatic negotiations; Syria believed the USA would hold Israel back; Israelis anxious to secure peace etc.

No Israelis did not want to reward Arabs for starting the war so would not give up land gained; they feared Arab intentions; therefore, Arabs would also be reluctant to talk etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is from an Israeli source, the other is from a Jewish/Arab source so both could be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 3 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid aspect to a maximum of two e.g. Mountainous area in south-east Syria along the Israeli border. Over 6000 feet high; strategically important as they offer control of Israel up to Haifa and beyond, and control of Syria up to Damascus etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies successes e.g. Surprise and initially threatening to Israel. (1 – 2)

Level 2 – Describes success. Award an extra mark for each valid aspect described in additional detail e.g. Egypt advanced quickly over the Suez Canal, breaking the Israeli defensive wall along the Bar Lev Line, and took up positions in Sinai. 500 Syrian tanks attacked Israeli positions in the Golan Heights. Israelis largely unprepared. **If only one country's attacks are described, maximum of 3 marks.** (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Both superpowers had supplied weapons to client states and it looked as if they could drift into a hot war themselves; USSR saw that to continue the war after Israel had struck back would have it backing a losing side at great financial and diplomatic cost; oil was cut, especially to USA by Saudi Arabia and it proved a potent weapon, prices rising and damage to the West's economies; Sadat had achieved part of his aim to show Israel was not unbeatable etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions
No, the Arabs will never trust Israel. (1)

Level 2 – Explanation of peace OR lack of peace, single factor given e.g.

Peace 1974 shuttle diplomacy by Kissinger to secure troop disengagements; 1975 Suez Canal reopened after Israeli troops left the Canal Zone;1977 Sadat visits Knesset, Begin visits Egypt – both speak of peace; 1978 Jimmy Carter and Camp David Agreement; 1979 Israel and Egypt recognise rights to live within secure boundaries; 1982 last Israeli soldier leaves Sinai.

Lack Mostly arrangements with Egypt; few Arab countries trust Israel; 1979 Arab states denounced Sadat for selling out to Israelis: Palestinian question not addressed either; 1981 Sadat assassinated by Egyptian Muslim extremists etc. (2)

Level 3 – Explanation of peace OR lack of peace, with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of peace AND lack of peace must be addressed. (6 – 8)

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Depth Study G: The Creation of Modern Industrial Society

7 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. The manufacture of textiles was constantly changing because of new machinery; families were no longer the main unit of production etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Cotton had become the vital product for the textile industry, driving wool and linen to the background; machines like the Spinning Jenny had transformed production etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Change to yarn spun in factories; and then all the production taken from the domestic system; production very much increased etc.

No Originally all operations took place in small scale homes; later all operations took place in one place, factory, but using the overall same number of workers etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is a personal opinion and the other is from a history book so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid source to a maximum of two e.g. Horse, water, steam. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies disadvantages e.g. Slow and small scale. (1 – 2)

Level 2 – Describes disadvantages. Award an extra mark for each disadvantage described in additional detail e.g. Slow with spinning downstairs and weaving upstairs; consumed the whole family's time with little output, thus little money; variable quality of product; could involve delivery to another stage of production which could be costly in time and money etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Increasing consciences of some people based on observation and stories; appalling practices at mills and detrimental effects of work and long hours, on children especially; some factory owners believed that improved conditions through legislation brought better work and productivity; publicity in books, pamphlets, newspapers etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, if we still have factories, they cannot be that bad. (1)

Level 2 – Explanation of benefits OR disadvantages, single factor given e.g.

Ben Work regular with predictable wages; chance of promotion; work under cover, not exposed to elements; many got cheap housing as a result of factory work – housing often better than country cottages they had left; legislation improved working conditions etc.

Dis Long hours, poor wages, dangerous machinery, rules and regulations – fines and punishments; bullying overseers and masters; unemployment meant poverty with no home or alternative industry to fall back on etc. (2)

Level 3 – Explanation of benefits OR disadvantages with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of benefits AND disadvantages must be addressed. (6 – 8)

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Depth Study H: The Impact of Western Imperialism in the Nineteenth Century

8 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inference(s), unsupported from the source e.g. We can give practical help with jobs and crops and then both sides benefit etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. We can teach the Africans basic skills of carpentry, blacksmithing and agriculture which will improve African production and wealth, while we will make money from increased raw materials and markets for finished goods etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Imperialism has devastated tropical Africa; climate does not allow physical attributes of Africans to be fully exploited; when exposed to uninterrupted work, Africans droop and die etc.

No We have gained from trade and raw materials; potential of African labour is acknowledged etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is from an imperialist, the other is from a journalist so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each correct country e.g. (a) Belgium, (b) Germany. **Must be in correct order.** (1 – 2)

(ii) Level 1 – Identifies system e.g. Imperial countries appear to be ruling through local rulers. (1 – 2)

Level 2 – Describes system. Award an extra mark for each aspect described in additional detail e.g. Rule through local rulers following a blueprint laid down by a colonial representative, to give the impression that rule was by local leaders rather than by foreigners. Cheaper on administration, military etc. for imperial country – usually Britain. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. For power, prestige, exploitation, trade, markets, raw materials, strategic sites to protect property; partly a desire to emulate Britain which had prospered from its empire; Altruistic reasons of the delivery education, justice, peace, civilisation, Christianity etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions
Yes, Europeans made much money. (1)

Level 2 – Explanation of European benefit OR others benefit, single factor given e.g.

Ben Many European countries benefited from imperial possessions, as did many individuals from trade and government postings. It gave great status, wealth and sometimes led to luxurious lifestyles. Expect individuals to be named and countries to be identified.

Other Did German empire benefit Germany? Health problems and failed European adventures. Many local peoples gained from association with powerful European countries or persons. Gained in wealth and status but also in education and medicine; however, many gained little or lost much as a consequence of European imperialism etc. (2)

Level 3 – Explanation of European benefit OR others benefit with multiple factors, allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of European benefit AND others benefit must be addressed.
(6 – 8)

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